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Guidelines for an Adequate Investment in Instructional Materials; How Much Should You Spend for Textbooks and Related Printed Instructional Materials?

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Although printed instructional material is the most basic tool for classroom instruction, in the school year 1966-67 a national survey showed per pupil expenditure for textbooks to be only $4.96. Lack of guidelines for expenditures on textbooks, failure to use sound budgetary practices, inadequate teacher involvement in decisions affecting texts, and lack of knowledge about the merits and usefulness of modern texts have hindered the acquisition of adequate texts. The amount budgeted for printed material should allow a selection of basic texts; additional material to provide variety, flexibility, and diversity of approach; and supplementary material for independent study and teacher use. Multiple adoption of texts would permit teachers to select texts on a more individual basis. The Joint Committee of the National Education Association and the American Textbook Publishers Institute estimate that $42 should be spent for each elementary school child and $63 for secondary school students. Due to rising costs, these dollar guidelines will probably be realistic only until 1970. (JY)

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How much should you spend for textbooks and related printed instructional materials?

GUIDELINES FOR AN ADEQUATE INVESTMENT IN INSTRUCTIONAL MATERIALS

EM007073

A Report of the Joint Committee of
the National Education Association and
the American Textbook Publishers Institute

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Responsibility for this document was assumed by the Joint Committee of the National Education Association and the American Textbook Publishers Institute. In preparing the GUIDELINES the men and women on this Committee sought the opinions and viewpoints of teachers, curriculum directors, school administrators, and textbook publishers throughout the country. Their experiences and judgments have been of great value to the authors.

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The Joint Committee of NEA and ATPI was organized in 1959 to stimulate cooperation for improvement, updating, and effective use of textbooks and instructional materials.

Among its reports are: "Guidelines for Textbook Selection" (1963, revised 1967); "A Time for Questioning" (1965); and "Planning Your Purchases of Educational Materials" (1966).

HOW MUCH SHOULD YOU SPEND?

ONE OF THE persistent questions facing educators in the United States today concerns the nature, adequacy, and cost of instructional materials. In its simplest form, the question is, How much should we spend for textbooks and related instructional materials? Phrased more broadly and more challengingly, the question reads, What considerations should govern provision for adequate instructional materials for elementary and secondary school students?

This document answers the first question with a set of dollar guidelines for an adequate investment in textbooks and related printed instructional materials.

The broader question first is examined in the light of conditions which have created a nationwide undersupply of textbooks and other printed tools for teaching and learning. Then, the question is answered through a discussion of the considerations that must underlie an adequate investment in instructional materials.

The purpose of the document is not to describe the status quo, but to change it; not to make us complacent, but to make us dissatisfied; not to uphold outmoded practices, but to introduce new and better ones.

When used in this spirit, the guidelines and the more detailed report which follows should contribute to the efforts of school districts to enhance the quality of education for America's children and youth.

DOLLAR GUIDELINES FOR INVESTMENT

EARLY IN 1966, the Joint Committee of the National Education Association and American Textbook Publishers Institute began the task of developing figures and factors to guide school systems in their acquisition of printed instructional materials. By using a variety of approaches—questionnaire study, interviews, correspondence with school administrators, analysis of school budgets and expenditures—the authors obtained information and judgments from a large segment of the educational community.

As a result, the dollar guidelines proposed here reflect the expert judgment of leading educators; the practices of school systems having the good fortune to provide their pupils with the very best in education; and the aspirations of those school districts which recognize standards of excellence even though they may not be able to meet them as yet.

The figures in the table below represent the annual investment which a school system should make in instructional materials if it is to provide each student with an adequate supply of printed learning materials and maintain that supply at proper levels.

ELEMENTARY

For each new elementary pupil, grades 1 through 6, the initial outlay to equip him with a supply of printed instructional materials should be **$42**

For each elementary pupil, grades 1 through 6, now enrolled in school, the annual current expenditure to provide for the yearly replacement cycle of printed instructional materials should be **$14**

SECONDARY

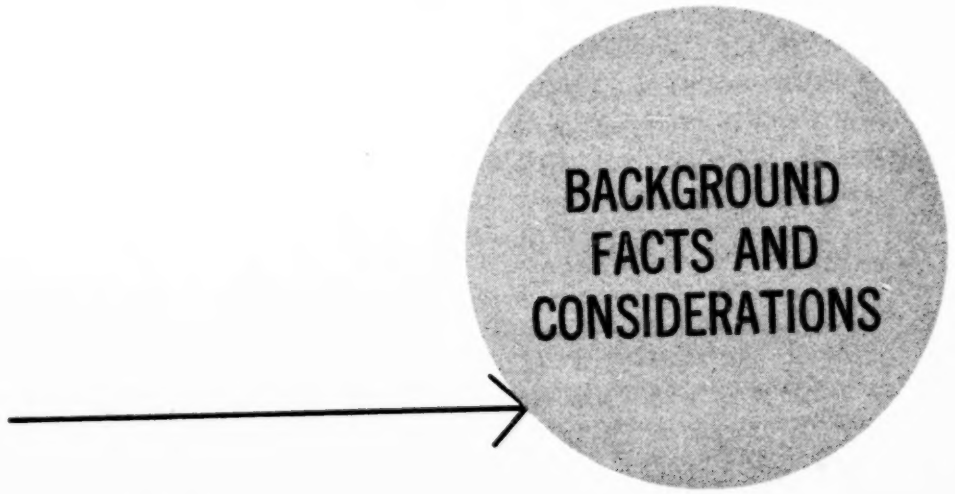
For each new secondary school student, grades 7 through 12, the initial outlay to equip him with a supply of printed instructional materials should be **$63**

For each secondary school student, in grades 7 through 12, now enrolled in school, the annual current expenditure to provide for the yearly replacement cycle of printed instructional materials should be **$21**

By definition, the items covered by the above figures include hard-cover textbooks, workbooks, programed books, paperbound supplementary books, and dictionaries. Where films, filmstrips, and audio-visual materials are an integral part of texts, they are included in this definition.

It is recognized that many school systems utilize the 220 Account, Textbooks, in preparing their school budgets. This Account is broad in its scope. In addition to hard-cover textbooks, workbooks, programed books, paperbounds, and dictionaries, the 220 Series also includes atlases, maps, globes, encyclopedias, classroom periodicals, tests, and manipulative materials. If school systems are to budget adequately for these additional vitally important instructional materials, the dollar guidelines proposed in the above tables will have to be increased accordingly. Of course, schools have to budget separately, over and above the figures reported in the table, for library books and for items usually administered by an instructional materials center.

Taking into consideration the financial conditions in American schools and communities and the fast-moving changes in education and in the economy, the recommended figures are financially realistic at the present time and will probably remain so until 1970.



THE TYPICAL American child relies first on the expertness of his teachers for educational growth and development. Next come his printed textual materials, which form the largest part of his classroom instruction. However, there are disturbing indications that the provision for printed learning materials in schools and classrooms is suffering from neglect.

CONDITIONS THAT DETER ADEQUATE PROVISION OF INSTRUCTIONAL MATERIALS

Inadequacy of materials usually can be traced to one or more of five existing situations:

1. Lack of guidelines for expenditures for instructional materials. In the past, every school system has met its obligation of placing a textbook in the hands of every pupil by earmarking a fraction of the total operating school budget for instructional materials. In recent years, as costs and complexity of instruction have increased, school systems have tried "realistically" to meet the expanding needs by raising the textbook budget each year by 5, 8, or possibly 10 percent.

Unfortunately, such practices have proved to be neither realistic nor sufficient; they will not stand up during the coming months of dynamic change in education. Accurate yardsticks are needed to measure the dimensions of an adequate

supply of modern teaching materials for each pupil and of the expenditures required. Such yardsticks have not been available before to the school administrator, the teacher, or the public.

2. Failure to use sound budgetary practices for acquisition of printed instructional materials. The construction of a budget for any function of a school system is not a mere bookkeeping task. A budget is a reflection of educational goals as well as of the determination of the people and the schools to meet these goals. To be soundly constructed, a textbook budget must recognize the variety of needs of individual pupils and the variety of modern tools needed to meet these needs. This in turn means that the budget must support every learner with a sum sufficient to buy a wide range of up-to-date printed instructional materials to assist in teaching and learning. Most textbook budgets fall down on three major points:

- Failure to provide ample supplies of materials, sufficiently varied for the individual learning needs of each child
- Failure to replace obsolescent materials rapidly enough to keep pace with changes in subject matter and methods of instruction
- Failure to equip each new enrollee with a complete new kit of books and related materials suitable for his needs.[1]

3. Inadequate involvement of teachers in decisions affecting instructional materials. The need for a series of books, for an encyclopedia, or for related printed materials begins in the classroom. The teacher is the first to recognize this need, and his class is the first to be affected by it. Therefore, the teacher should have an important role in the process of selection and acquisition of materials.

Today, teachers are, in fact, assuming this role. Through professional negotiations, teachers are gaining new responsibilities in the selection and the acquisition of instructional

[1] A manual to help school administrators budget for textbook supplies has been prepared by the American Textbook Publishers Institute. It is entitled "Planning Your Purchases of Educational Materials, 1966-1969." It presents the considerations which should go into building the textbook budget, as well as a worksheet to help arrive at realistic figures for printed instructional materials. Copies are available free from the Institute.

materials. At the same time, there is growing understanding on the part of teachers that they have a share in the stewardship of America's schools and that they must speak out regarding their needs for effective classroom instruction.

4. Expectations from technology. For nearly a quarter of a century, leaders in technology, education, and publishing have been pooling their ideas and resources to bring the products of science and engineering into the classroom. Many of these efforts have been successful—some in spectacular ways. Devices such as the language laboratory and the opaque projector are now standard equipment in some schools. The video-tape recorder and micro-image equipment have been found effective in experimental teaching situations; and extensive applications are made in classrooms of filmstrips, motion pictures, radio, television, and telephone devices. Educators are looking with great expectations to the computer and its promise for helping children deal more effectively with the vast field of human knowledge.

The promises are exciting; the prospects are real. Technology will take its proper place in the classroom and in the teaching and learning process. Electronic aids of great complexity, cost, and potential are being created, tested, and validated. Publishers of instructional materials are deeply involved in these efforts—adding their resources to the development of the most practical teaching devices.

It is a fact, however, that the devices of the more complex type are in experimental stages, and some which are in developing stages carry price tags still beyond the reach of even the wealthier school districts. At the conclusion of the Congressional hearings on educational technology by the Joint Economic Committee (1966), Chairman Wright Patman said: "There is prospect of technological revolution in our educational system. The movement is in its early stages and many problems will have to be resolved before our society can take full advantage of the new technology for educational purposes."

But although much of the discussion about teaching materials concerns itself with electronic technology, the nation's classrooms still are utilizing printed instructional materials on a large scale for teaching and learning. This situation may

change in the 1970's, but until it does the attention of school authorities must not be diverted from making adequate provision for the teaching and learning tools which are in use today and will be in use for many years ahead.

5. Inadequate appreciation of the distinctive merits and usefulness of modern printed instructional materials. There is universal agreement that the textbook is the staple of education, the indispensable tool of teaching and learning.

Less well-known, or not fully appreciated, about printed textual materials now available are their wide range, their variety and flexibility, the extent to which they embody the latest of the knowledge of the world, and the contribution they make toward effective study and improved teaching. At the same time, they are the least expensive of all teaching and learning media available today.

The use of textual materials pervades every facet of learning and teaching. Consider these major utilization techniques and their relations to modern instructional procedures:

To present the structure of a discipline or subject matter area in an organized way, the teacher relies on the text or series of texts.

For reinforcement or review of a lesson, the teacher calls into use workbooks, practice books, or manuals specially prepared for such aims.

When a pupil is ready for independent study, the teacher guides him in the use of reference works—the encyclopedia, atlas, dictionary, collections of primary documents, and other resources.

To assist pupils with learning problems, the teacher draws upon programed texts, or upon textbooks specially designed for slow-learning pupils, for the child of the inner city, or for the disadvantaged or the exceptionally able.

For individualized assignments, the teacher utilizes multilevel texts or readings from the classroom or school libraries.

To meet curriculum goals, the teacher employs such varied products of print as anthologies and paperbacks, newspapers and periodicals, and collections of graphic materials.

This does not exhaust the variety of printed materials available to the teacher. The teacher himself is a user of printed materials to guide his instructional procedures. With nearly every textbook, and series of texts, come teacher editions or teacher materials providing suggestions for technique in the use of textbooks; offering recommendations for student assignments, problem-solving activities, and individual study projects; and providing bibliographies and references to sources of additional material which can carry students well beyond the material provided in the basic text.

CONDITIONS THAT ENHANCE AND AUGMENT SUPPLIES OF INSTRUCTIONAL MATERIALS

Although textbooks are both universal and indispensable, there has not existed a set of guidelines to help school systems make adequate investment for their acquisition. Here then is a pioneering task, although not altogether uncharted. Standards for school libraries had been formulated as early as 1945,[2] and, more recently, standards have been established for audiovisual personnel, equipment, and materials.[3]

To start at the beginning, it was necessary to explore present practices in textbook acquisition and the budgetary provisions made for textual materials. These explorations led, in turn, to examining conditions that foster an adequate or superior supply of textbooks and related instructional materials. As a result, three major questions were examined:

How do written school board policies help assure each pupil, teacher, and classroom the materials needed for effective education?

How do selection methods and procedures affect acquisition of adequate supplies of modern teaching and learning materials?

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[2] American Library Association. *School Libraries for Today and Tomorrow.* Chicago: the Association, 1945.

[3] National Education Association, Department of Audiovisual Instruction. "Quantitative Standards for Audiovisual Personnel, Equipment and Materials in Elementary, Secondary and Higher Education." Washington, D.C.: the Department, 1966. 18 pp.

What are the budgetary procedures that underlie an adequate or superior supply of textbooks and related printed materials?

1. Written school board policies. One of the characteristics of quality in local school districts is the existence of written school board policies affecting instructional materials. Good board policies express major goals, leaving it up to the administration to put the goals into effect. Thus, policies may concern themselves with the need for richness and variety in instructional materials, with the objectives of textbook selection methods, and with the length of the adoption periods. But if policies are to serve as guides for action by the administration, they must make clear the board's commitment to quality instruction through the use of quality materials.

2. Textbook selection procedures. Sound investment in textbooks and related printed materials requires an outlay of time and effort for their selection. The Joint Committee published in 1963 and revised in 1967 "Guidelines for Textbook Selection"[4] to assist school systems in this vital undertaking. More recently, the New York State Department of Education issued a document entitled "An Overview of Suggested Procedures for Improving Methods of Textbook Selection."[5]

Both documents concur in the importance of systematic procedures for textbook selection. Both stress the crucial role of the teacher in the selection process. And, finally, both stress the need for selection committees which have the time and the freedom to act in a responsible, professional manner. In a prefatory comment to the document prepared by the New York State Department of Education, Associate Commissioner Walter Crewson has written:

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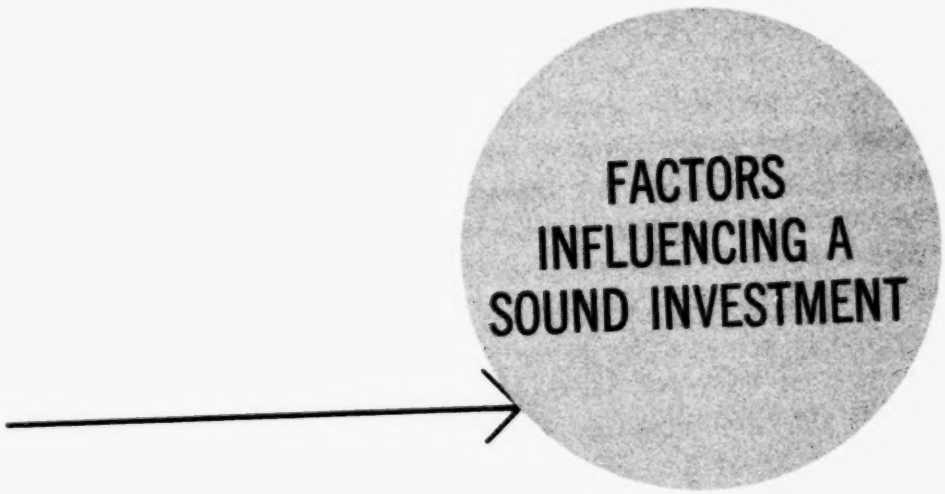
[4] National Education Association. "Guidelines for Textbook Selection." Report of the Joint Committee of the NEA and the ATPI. Revised edition. Washington, D.C.: the Association, 1967. 30 pp.

[5] University of the State of New York at Albany. "An Overview of Suggested Procedures for Improving Methods of Textbook Selection." Albany, N. Y.: State Education Department, Bureau of Elementary and Curriculum Development, June 1966. 15 pp.

At present, as in the past, the textbook remains as the most important single tool utilized by classroom teachers for instructional purposes. Today, we have the blessing and the complication of a wide choice of excellent textbooks. It follows logically that school board members together with their professional staff have responsibility for selecting only the best available materials.

3. Budgeting procedures. The allocations for textbooks currently being made by the large majority of school districts are grossly inadequate. The present allocations for texts are in many districts the result of following the same practice year after year. Pupils and teachers have not been provided with adequate supplies of printed materials because the school budget for *next* year has been frequently patterned after the one from *last* year; and funds for texts were earmarked on the basis of "this is what we did last time." In short, the inadequacy stems partly from the traditional procedures which many school systems have followed in budgeting for texts, which, in turn, stem from a lack of awareness of the factors to be taken into consideration when planning expenditures for the essential learning materials.

Because these factors are at the core of the problem of instructional materials, they are developed further in the following section.



IN DEVELOPING GUIDELINES for textbook expenditures, consideration was given to 14 factors underlying a school's effort to assure pupils and teachers adequate supplies of textual materials. These include factors relating to (a) the student and his ways of learning for greatest effectiveness, (b) the teacher and his ways of teaching with the utmost efficiency, and (c) administrators and their efforts to provide adequate textbook supplies.

FACTORS RELATING TO THE STUDENT AND HIS LEARNING

1. Basic textbooks. Every child, from kindergarten through high school, needs a basic supply of textbooks and related printed materials. For elementary pupils, the supply must include textbooks for language arts, mathematics, science, social studies, art, music, industrial arts, and other subjects required by the school curriculum. For secondary school students, the supply must include books covering the fundamentals of the high school curriculum, plus texts required by the needs of business education, industrial arts, and vocational education, and by courses introduced in response to new demands or educational innovation.

2. Variety and flexibility. No single textbook can meet the needs of today's child. Modern courses of study frequently call for the use of two or three texts for a single subject. Beside

the basic textbook, the learner needs access to supplementary readers and source books, multilevel texts, paperbacks, and even books designed for the general reader. Many a present-day course is geared to the use of anthologies, pamphlets, brochures, and other printed documentary resources.

Good teaching takes a variety of approaches, and effective learning is achieved by a variety of methods. For that reason, the modern teacher utilizes such varied tools as classroom periodicals, filmstrips, and collections of charts, graphs, photographs, and transparencies.

3. Independent study. The goal of helping the individual child develop capacities making him more responsible for his own learning can be significantly advanced by an ample supply of reference works, especially the encyclopedia, dictionary, atlas, and almanac. Workbooks, practice manuals, and programed books are useful in remedial teaching activities as well as in the reinforcement of skills, concepts, and understandings.

4. Differentiated instruction. The diversity present within groups of students requires differentiated textual materials. As schools develop different types of curricula, different types of textual materials must be provided for learners to meet their varied needs.

5. Up-to-date content and approach. An outmoded and outdated textbook is probably worse than no text at all. The textbook whose teaching methodology is based on antiquated principles of learning is equally harmful.

Textbooks become inadequate not only because they contain outmoded information or teaching approaches. They may become out-of-date because they do not reflect current changes in society. A school system educating individuals who will live in the year 2000 must provide texts which incorporate the latest knowledge and teaching methods and reflect a dynamic society.

School systems should realize that textbook content may well become outdated before the books show any substantial physical deterioration. Consequently, a plan to dispose of them when they fail to meet the needs of the learner should be adopted.

To achieve and maintain up-to-dateness in their instructional materials, school systems are using more flexible selection and adoption procedures. They shorten the selection process; they institute more frequent adoptions; and they set up administrative regulations to place new books in the hands of teachers and pupils without undue delays. Through their written policies, these schools recognize that a hard-cover textbook ordinarily remains in usable condition physically for three years, but that within these three years its content and approach need to be reexamined for appropriateness and that possibly the book will need to be replaced.

FACTORS RELATING TO THE TEACHER AND HIS TECHNIQUES

1. Classroom collections. To promote conditions and climate for learning and study, it is imperative that each classroom be equipped with its own collections of books. Adequate supplies of reference works, paperbacks, maps, globes, and books help to make each classroom a self-contained facility for learning.

Only through a variety of materials can the pupil learn the habits of gathering materials from more than one source; of comparing data; and of discovering the existence of different points of view and different interpretations of trends, ideas, and events.

The classroom collection, therefore, provides the base for true independent study and individualized teaching.

2. Ad hoc acquisitions of materials. In planning lessons, teachers frequently have need for printed material not provided for generally by the school systems. In many school systems, budgets provide teachers with "out of pocket" money to enable them to buy a new reference work, or just-off-the-press books and pamphlets.

3. Teacher manuals and utilization aids. The scientists and engineers who produce a computer or an airplane provide technical manuals to the operators to ensure efficient use of the product. Publishers, too, provide teachers with manuals, technical suggestions, and answer books for utilization of the textbook with pupils. In addition to printed materials for teacher use, publishers also offer consultant service to schools

that purchase materials in any given curriculum area. Publisher consultants help conduct workshops and are frequently invited to attend in-service sessions of teachers concerned with the most effective utilization of texts.

FACTORS RELATING TO THE ADMINISTRATION OF TEXTBOOK SUPPLY

1. Multiple adoptions. Almost all states and a growing number of school districts permit choices among individual school faculties, and sometimes among individual teachers, as to which of a number of specified textbooks will be used. Multiple adoptions at the state, school district, and school building level enable the teacher to meet the distinctive needs of a particular class and of individual pupils, as determined by their interests, level of ability, and backgrounds. These choices also free the teacher to use the types of instructional materials which facilitate his best teaching procedures.

2. New adoptions for existing programs. New adoptions are required for schools to keep up with new developments in the content fields and with changes in methodology. New adoptions are also necessary when the faculty and administration determine that there is need for a new type of material for a specific age or ability level, or for different socioeconomic groups. To keep instruction up-to-date and ensure that the best instructional materials available are being used, many school systems have a set policy of reviewing available materials for given levels and courses every three years. Thus, materials do not continue to be used through supervisory and administrative default—they are readopted if found of continuing superiority, or else adoptions of new text series are made.

3. New adoptions for new courses and programs. When a school system develops a new required subject or a new elective, new adoptions of textbooks must follow. Demands for extensive new educational programs frequently come as a result of community needs, expanding national goals, and new research pointing to contributions which new types of offerings can make for both young and old. These demands are often expressed with vigor by local, state, and federal agencies —and backed up with limited funds to ensure their start. If

school systems are to respond effectively to these demands with such programs as Head Start, basic adult education, manpower training, classes for the retarded, or assessments of educational progress, they must build into their school budgets the money needed for materials to carry on the work. Federal and state grants can be of significant help in the innovative phases of the programs. But for follow-through, school systems must begin providing financial resources for programs which may be new today but may become a regular part of education's responsibility tomorrow.

4. Replacement. The life expectancy of a hard-cover book is three years. But textbook budgets must provide for earlier replacement of books which are torn, marred, or have pages missing. A few get lost. Every American child is entitled to clean and untattered learning materials. In textbook budgeting practice, the term *replacement* also covers new materials that will take the place of old for any reason. The strongest argument for replacement in this broader sense is the child's need for learning resources that reflect the latest and best that scholars and educators have to offer.

5. New enrollments. Increases in student enrollment are a normal condition in most school districts. Each new student entering the school system must be provided with a complete outfit of materials. Increasing the textbook budget on the basis of overall per-pupil expenditure for instructional materials will not provide the complete set of books needed by pupils swelling school enrollment.

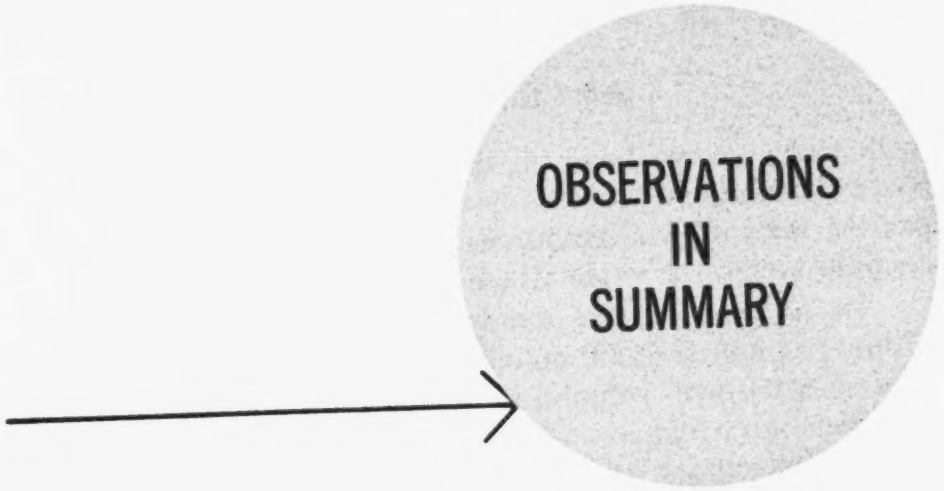
6. Cost of developing books. The price of textbooks is geared to the steadily improving nature of the textbook as a teaching tool. A modern textbook is rarely written by a single author. Most textbooks are developed over a period of many months, or even years, as educator and scholar, artist and editor contribute their talents to the research, writing, illustrations, and validation of teaching methodology that are requisites of good textbooks. The preparation of a textbook, or textbook series, frequently requires an investment of a million or more dollars. Most selection committees now demand superior typography, color illustrations where needed, acetate overlays where they

help in the learning process, and, of course, quality paper and sturdy bindings.

To help with the utilization of his products, the modern publisher literally follows them into the classroom. By means of consultations, workshops, and continuing informational bulletins, the publisher seeks to help teachers make the most effective use of all types of instructional materials.

But, above all, what determines the cost of a textbook is the fact that it is a product of the human mind and creative talent. Textbook prices invariably reflect the outlay that must be made for the research, scholarship, writing, and artistic design that go into modern textbooks.

Finally, the cost of textbooks is conditioned by the yearly rise in costs of paper, composition, printing, binding, and distribution. Continued inflationary pressures will probably bring increases in the future as great as those in the past.



DESPITE THE FORCES that have pressed upon education during the second half of the twentieth century, two trends have maintained a steady course.

The first is the continued, and increasing, reliance of teacher and learner on textbooks and related printed instructional materials.

The second is the publishing industry's unsparing efforts to provide America's educational institutions with a range of modern instructional materials notable for variety, richness, and effectiveness.

A third course of action—from the nation's school authorities—is now needed to support and strengthen the other two.

During the study, the conclusion was reached that the quality of America's schools can be signally advanced by the increased attention of administrators to instructional materials. Such attention should lead to actions that recognize the primacy of printed instructional materials; that take into account the teacher's needs for more and better teaching tools; that set up orderly procedures for systematic supply and replenishment of books; and that guarantee the school dollars required for every child if he is to have adequate resources for learning.

MONEY IS A CRUCIAL FACTOR

Such facts as we have on textbook expenditures are given below both as indicators of the widespread inadequacy of printed instructional resources and as imperatives for an immediate step-up in expenditures.

In a questionnaire sponsored by the Joint Committee (1967), sampling 1,000 districts, school officials reported per-pupil expenditures ranging from extreme lows of a few dollars for elementary and secondary school pupils to levels averaging $16 for elementary and $40 for secondary pupils. The median figures hovered at $6.60 for elementary and $9.50 for the secondary pupil.

Early in 1967, widely published "cost-of-education" index figures gave still another clue to the inadequacy of expenditures for textbooks and "other teaching materials." These figures showed that for the school year 1966-67, per-pupil expenditures for textbooks were $4.96 (national median). One quarter of the school districts surveyed spent $6.64 per pupil, while 1 in 10 spent more than $8.63. "Other teaching materials," by definition, included library books, audiovisuals, and the not-so-clearly identifiable items of teaching supplies. The 1966-67 national median expenditure per pupil for "other teaching materials" was $13.70; one quarter of the school districts spent $18.32; and the 10 wealthiest districts spent $24.18.

These figures served to demonstrate once again that per-pupil expenditures for the most vital instructional resources were far below national needs.

It is appropriate here to present another series of clues to the investment made for textbook material for elementary and secondary school pupils in 1966.

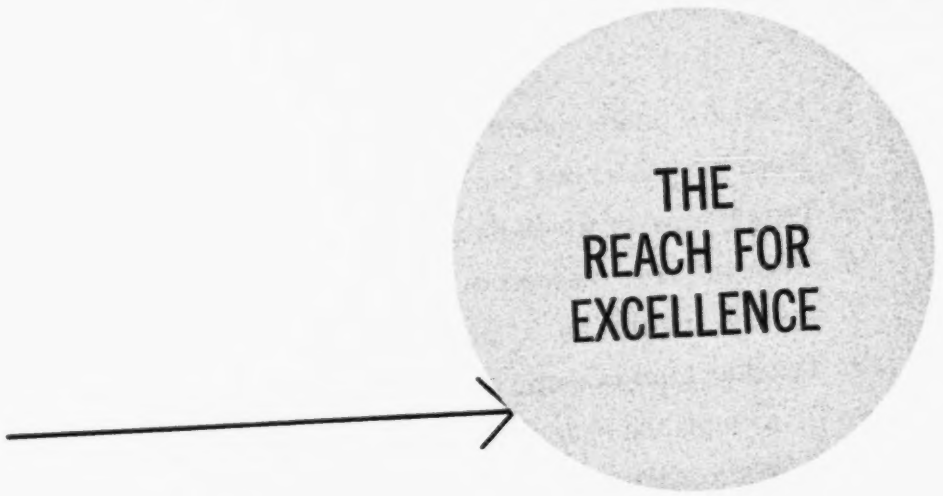
The questionnaires mailed to 1,000 school districts contained the question, "What in your opinion would be a reasonable per-pupil expenditure for text materials?" Obviously, the response of each school official was based on his current actual expenditures; but, interestingly enough, there were no extreme variations in figures proposed. Most school administrators expressed the view that it would be "reasonable" to increase expenditures for instructional materials substantially.

Data prepared by a private statistical agency showed that during the school year 1966-67, the average national per-pupil expenditure for books was $7.25 for grades 1 through 6, and $11.75 for grades 7 through 12.

These allocations are inadequate today and will become increasingly so in the months ahead. School systems must reach for higher levels, so that the terms *excellence* and *quality* in education take on real meaning.

The teaching imperatives of modern education suggest that a new pupil enrolling in a school district must be fully equipped with an adequate supply of materials if he is to pursue his education without undue impediments. It has been shown that if the new enrollee is in the elementary grades (1 through 6) it will take $42 to give him what he needs; if he is in the secondary school (grades 7 through 12) it will require $63.

Similarly, to maintain these materials for their normal cycle of two to three years and to keep the student's resources up to adequate standards, it would require an annual figure of $14 for each elementary pupil (grades 1 through 6) and $21 for each secondary student (grades 7 through 12).



IN SUMMARY, we can now sketch a profile of excellence in a school district's effort to provide an adequate supply of textbooks and related printed instructional materials. The elements are as follows:

The school system has adopted clearly written policies affecting all aspects of instructional materials. The policies recognize the crucial role of print in meeting the needs of all children and youth.

The school system follows textbook selection procedures in which teachers have a voice and a role commensurate with their functions and their responsibilities.

The budgeting procedures used for acquisition and replacement of instructional materials provide for present and future enrollments and are based on considerations of the student and his learning, the teacher and his instructional process, and the administrative actions required to meet the educational goals of a school system.

Fourteen such considerations, or factors, have a direct influence on the investment a school system makes in instructional materials—and all must be taken into account. They are:

1. Need for basic textbooks
2. Need for variety and flexibility in materials

3. Need for independent study materials
4. Need for materials for differentiated instruction
5. Importance of up-to-date content and approach
6. Necessity for classroom collections
7. Ad hoc acquisition of materials
8. Teacher manuals and utilization aids
9. Contributions of multiple adoptions
10. New adoptions for existing programs
11. New adoptions for new courses and programs
12. Replacement requirements
13. Provision for new enrollments
14. Cost of developing books.

To ensure an adequate investment in materials the school should provide $42 for each new enrollee in the elementary grades (1 through 6) and $63 for each new enrollee in the secondary school (grades 7 through 12). For the normal replacement cycle of instructional materials the school budget should provide $14 for each elementary pupil and $21 for each secondary pupil.

ACTION FOR IMPROVEMENT – A CHECKLIST

What needs to be done in your school system to ensure an adequate investment in instructional materials? List in the space below the actions required to close gaps and to reach for higher levels of quality in the instructional program.

1. Written school board policies—_____

_____

_____

_____

2. Textbook selection procedures—_____

_____

_____

_____

_____

3. Budgeting procedures—_____

_____

_____

_____

_____

4. Consideration of 14 factors influencing investment in texts—

_____.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

(11) _____

(12) _____

(13) _____

(14) _____

5. Local levels of per-pupil expenditures—_____